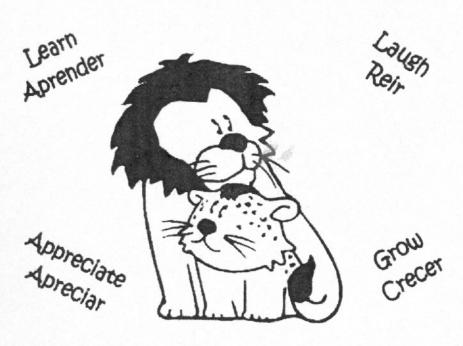
# KING

# EARLY LEARNING ACADEMY



Home of the King Cubs
101 Main Street
Little Elm, TX 75068

# Testimony to the Senate Education Committee

# April 3, 2007

Thank you, Chair Shapiro and Members of the Committee.

I am Debbie Clark, Principal of King Early Learning Academy in Little Elm Texas. Little Elm ISD is located in the North Texas Lake Lewisville area and has a student population of 5,200. All Pre-K students qualifying as at risk in Little Elm ISD attend King's full day program. We currently have an enrollment of 260 3 & 4 year olds. 84% of the Pre-K families are considered economically disadvantaged and 63% are LEP.

After completing a successful first year with TEEM, which included one control and three target teachers, I chose to fund the remaining thirteen classrooms for the 2006-2007 school year, so that all of our students and staff would have the same educational opportunities and success. I am very proud to state that TEEM has made a huge impact campus-wide.

Teachers are excited and empowered by the success of their students. Students have grown leaps and bounds in the area of phonological awareness due to purposeful planning and instruction. This encourages us, since researchers have found that phonological awareness is a predictor for reading success. Since our integration of writing throughout the day in all centers, we have seen dramatic improvements. Students are sounding out words, drawing with more detail and counting words in sentences.

Teachers are making a paradigm shift that learning is not limited to small group, circle or center time. Learning is continual throughout the day even through transitioning times. Students are now being caught reciting nursery rhymes or involved in finger plays while walking down a hallway going to lunch or involved in rhyming or word/letter association games while lining up for recess.

Administering CIRCLE assessments through the use of PDAs, have given us a powerful tool in identifying students' strengths and weaknesses. Teachers are able to receive quick feedback for the planning needs of each student. Web reports are generated to provide teachers with color-coded at risk student groupings with suggested activities. I now see teachers carrying around the web report data with them during center or small group time to guide their instruction. End of year CIRCLE assessment will guide instruction for those students attending summer school.

Connections are being made between school and home. Parents are excited by their child's growth. Many parents are noticing that, in lieu of receiving worksheets in the daily home folders that seem to have no meaning to the child, they are noticing that their children are expressing their understanding of concepts by clapping out syllables in words or creating rhyming words at home.

Raising student achievement requires even our master teachers to reflect deeply on their current teaching, refining what works and abandoning or changing what does not. TEEM's monthly interactive professional development and weekly mentoring supports our teachers continuous reflection and improvement. Becoming a truly accomplished teacher is a life-long journey. We feel TEEM has given our teachers a strong road to continue this journey driven by best practice and supported by research.

Due to our involvement with TEEM, we have confidence that our "at risk" students will enter Kinder prepared to learn to read and sustain a level of academic achievement equal to or above their peers.

Thank you for allowing me to testify. I am happy to answer any questions you may have.

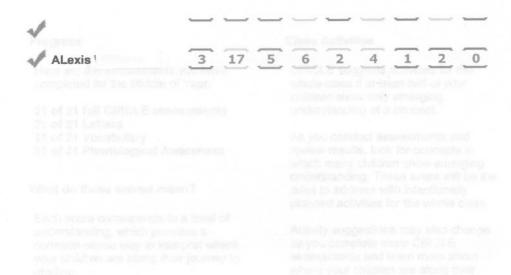
**Torro Wilson,** King Early Learning Academy, Mon 04/02/2007 [English Version]

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# **CIRCLE Assessment | Class Summary**

Wilson | Middle of Year

|               | Screeners Phonological Awareness |   |  |
|---------------|----------------------------------|---|--|
|               |                                  |   |  |
|               | Lollers Vocabulay Lislening 1    | Allieration<br>Words in a<br>Synabication<br>Onset Rime |  |
| Tania .       |                                  | 5 2 5 3   |  |
| Arianna       | 21 23 5 9 4                      | 5 2 6 4   |  |
| ✓ Alexis      | 34 26 5 9 3                      | 7 5 7 5   |  |
| Osarumwende   | 21 17 4 6 0                      | 3 2 3 0   |  |
| Hernan Hernan | 26 14 5 7 4                      | 7 4 6 3   |  |
| Megan         | 2 12 5 6 1                       | 4 0 7 1   |  |
| <b>Kaylah</b> | 10 22 5 9 5                      | 2 5 0   |  |
| Steve         | 23 14 5 7 3                      | 5 1 6 3   |  |
| Devon         | 24 26 4 7 4 3                    | 3 3 4 1   |  |
| Xavier        | 34 21 5 5 5 5                    | 7 5 6 2   |  |
| Jimmy !       | 44 22 5 5 4 !                    | 5 2 6 3   |  |
| Sergio        | 11 21 4 6 2 4                    | 4 3 4 4   |  |
| Amarissa I    | 11 19 4 8 1 3                    | 3 1 6 2   |  |
| Jose          | 26593                            | 2 0 4 2   |  |
| Jessica i     | 6 15 4 8 2 6                     | 5 1 6 3   |  |
| Rebecca       | 7 10 5 7 3 5                     | 5 3 6 1   |  |
| Viviana       | 30 12 5 9 3 5                    | 3 6 3   |  |
| <b>✓</b> Ever | 4 10 2 4 1 4                     | 3 4 3   |  |
| √ Tania       | 6 10 3 8 1 6                     | 5 5 6 3   |  |
| Molly         | 1 22 4 5 1 4                     | 0 3 0   |  |



### **Progress**

Here are the assessments you have completed for the Middle of Year:

21 of 21 full CIRCLE assessments 21 of 21 Letters 21 of 21 Vocabulary 21 of 21 Phonological Awareness

### What do these scores mean?

Each score corresponds to a level of understanding, which provides a common-sense way to interpret where your children are along their journey to reading.

Full Some Emerging

### Class Activities

CIRCLE suggests activities for the whole class if at least half of your children show only emerging understanding of a concept.

As you conduct assessments and review results, look for concepts in which many children show emerging understanding. These areas will be the ones to address with intentionally planned activities for the whole class.

Activity suggestions may also change as you complete more CIRCLE assessments and learn more about where your children are along their journey to reading.

Key



Assessment complete

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# CIRCLE Assessment | Group Summary

Wilson | Middle of Year

| Group Name                   | # Children | Top 3 Activities   |
|------------------------------|------------|--|
| Alliteration Group Jose      | 1          | Tongue Twisters (#1) Fingerplays and Poems (#2) Sounds in Motion |
|                              |            | (#3)   |
| Letters Group                | 5          | Letter Sorting and<br>Matching (#28) Name                        |
| Megan<br>Jose<br>Molly       |            | Sort (#12) Name Chart<br>(#14)                                   |
| ALexis                       |            |  |
| Listening Group              | 0          | Do You Hear What I<br>Hear? (#1) Find the                        |
|                              |            | Sound (#2) Who Says<br>That? (#3)                                |
| Onset Rime Group Osarumwende | 7          | Hear It All! (#1) Onset  |
| Megan<br>Kaylah              |            | Rime Chant (#2)<br>Mystery Word (#3)                             |
| Devon<br>Rebecca             |            |  |
| Molly<br>ALexis              |            |  |

| Rhyming 1 Group  | 0 | Rhyming Books,<br>Poems, and Songs (#1)<br>Fingerplays (#2)<br>Rhyming Basket (#3)                    |
|--|---|---|
| Rhyming 2 Group Osarumwende Megan Amarissa Ever Vargas Molly             | 6 | Rhyming Books, Poems, and Songs (#1) Fingerplays (#2) Rhyming Basket (#3)                             |
| Syllabication Group<br>ALexis  | 1 | How Many Syllables in<br>a Name? (#1) Pass the<br>Pail (#2) Garden Time<br>(#3)                       |
| Vocabulary Group<br>Tania<br>Jose  | 2 | Pictures Need a Thousand Words (#1) News of the Day (#4) Roll and Tell (#8)                           |
| Words in a Sentence Group Megan Steve Amarissa Jose Jessica Molly ALexis | 7 | Be a Word (#1) How<br>Many Words in a<br>Sentence? (#2) Which<br>is Longer, Car or<br>Ambulance? (#3) |

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